



Development of quality assurance systems for cyber learning

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Abstract

This paper has implications on pedagogy and on content delivery in the post-secondary level explores, through the use of a framework, commonalities between adult learning characteristics and social media affordance, and from this hypothesize that social media can be effective in teaching and learning. While there have been very limited studies of the educational computing literature to analyze the research trends since the early emergence of educational computing technologies, the authors argue that it is important for both researchers and educators to understand the major, historical educational computing.

Keywords: quality, learning

Introduction

Development is a continuous process. Each new development of larger social relevance brings new opportunities to the respective field. The field of education has no exception to this. To provide and get education is one of the characteristic that differentiate human beings from other living things, and for better education human beings are continuously improving their teaching-learning tools and techniques. Revolution of the human society had its impact on education. Defining e-learning Firstly, there is no single definition of e-learning that embraces the broad and varied forms in which technology has been applied to teaching and learning. Commencing with what used to be called "distance education" which describes a technology facilitated relationship between teachers and students spread across geographic locations to computer mediated learning (CML) as the delivery of coursework and degree programs over the internet, or blended learning, which is the "thoughtful fusion of face-to-face and online learning"; or simply, e-learning "which describes a wide set of applications and processes which use any available electronic media in the pursuit of vocational education and training and includes computer-based learning, web-based learning, virtual classrooms and digital collaboration", no single term capture various contextual concerns. The evolving nature of the English language and the internet, the availability of different delivery methods of computer, technology and internet use for education makes a single all-descriptive term nearly impossible. For the purposes of simplicity, the term online learning or e-learning is used interchangeably in this paper to capture these broad applications and definitions.

The failure of major universities around the world to suitably address the needs of learners, especially undergraduate learners, has been well documented⁸. In the absence of meaningful competitive pressure, universities have simply not changed significantly in meeting the changing and growing demands of their increasingly diverse learners. Advances and experience in the e-learning space, along with the growing

ubiquity of access to greater bandwidth, are highly likely to change this. A growing optimism, tempered by a decade of experience and disappointments, is creating diverse e-learning environments and learning experiences that are likely to shake the foundations of teaching and bring on a new era of and commitment to learners and learning.

Review of Literature

Aasha Vanve1 *et al.*, (2016) ^[1] E-learning presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through. Also, particularly in courses that are entirely electronic, students are much more independent than in the traditional setting. This requires that they be highly motivated and committed to learning, with less social interaction with peers or an instructor. Students in online courses tend to do as well as those in classrooms, but there is higher incidence of withdrawal or incomplete grades. E-Learning can be viewed as computer assisted learning, and as pedagogy for student centered and collaborative learning. Early developments in e learning focused on computer assisted learning, where part or all of the learning content is delivered digitally. More recently the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process.

Ben Akoh, (2011) ^[2] *et al.* reported Information and communication technologies have made significant contributions to our social, economic, and political structures. It has also contributed to education. Massification, internationalization, access, and constraints of distance in education have been addressed using the Internet to foster interactions and collaboration among learners and instructors,

and to deliver content in an increasingly globalized world. In recent times, social media has entered the fray which though empowering, is also disenfranchising - a duality that is often perceived from its disruptive tendencies than from its enabling attributes, broadly to socio-political structures but specifically to education.

Bob Fexet *et al.*, (2016) ^[5] this book deals with how technology can enhance learning. It is a collection of contemporary practices and developmental trends for enhancing learning through technology. Researchers in the field of electronic learning (e-learning) share how new technologies can be applied in and out of the classroom, and how contemporary pedagogical practices should be deployed. This book presents the most updated technologies that work hand in hand with current pedagogies to help students learn. The contributors are prominent researchers and practitioners in the field. This book attempts to report all emerging models, techniques, and applications related to learning through technology.

Maximizing Impact

For digital learning to make an impact till the last mile there has to be a larger vision of integrating technology into our complex education system. To achieve this, it is imperative that we put our stakes on digital infrastructure, ready access, quality e-content and affordability. Learning should be made interactive and fun for the learners to exponentially enhance retention and application, adds Bellani. The government's focus is to integrate technology in digital learning for both urban and rural India. It is also looking at public-private-partnerships to enhance reach to rural and remote areas. Technology has made it possible to implement digital classrooms. "Through technology, efficiencies and transparency can be brought into schools by helping stakeholders such as students, teachers, parents and administrators streamline routine tasks, improve assessments and learner/teacher data collection. However, the greatest advantage of using technology in classrooms remains the uniformity of the educational process which ensures that the same quality of education is delivered in all domains and regions, and also improves the efficiency of the teachers' manifolds," says Kulshrestha. Experts also believe that for inputs to be translated into learning, it is important that the learning is interactive besides being digital. "The digital education space is at a nascent stage in India. The industry is fragmented and there is no player currently who is offering a suite of courses to cater to the varied needs of learners. Since, e-learning is at a buoyant stage, live interactivity that empowers high engagement and social collaborative learning has rendered the conventional format of e-learning led by recorded lectures and course slightly inadequate. Digital learning as a format can work better across levels, courses and streams than conventional format," says Aditya Malik, CEO and MD, Talentedge.

In order to provide high quality e-Learning, content is clearly important. Other areas critical to e-Learning are: enrollment control; quality management in teaching and learning; quality and timely feedback for learners; and reliable and valid student evaluation. In other words, the resolution of these problems cannot rest solely on the shoulders of faculty and practitioners, but instead fixing these problems requires

systematic support at an institutional level, including the creation of specialized organizations that support e-Learning. E-learning brings unique advantages, the prominent being the ability to provide personalized attention to all students. In a conventional set-up, this is only possible when a highly skilled tutor offers one-to-one tutorials. However, considering that most institutions have a classroom-based set-up, such attention becomes difficult. Another advantage is people living in smaller towns and cities can get access to the best possible learning resources from across the world, at a very affordable price. This helps create a level-playing field.

Conclusion

In this vein, the government should provide policy support for those institutions of higher education that lack quality management systems. They must be encouraged to establish specialized organizations through the provision of special educational funding. It is also suggested that the government could even utilize military personnel who specialize in computers to support such organizations, providing the much-needed manpower to launch and support such e-Learning endeavors. In addition, the government should have a long-term plan in place for developing the human resources needed to support e-Learning systems, as well as a short-term plan to offer interdisciplinary programs in the departments of education, educational technology, and computer sciences, or even an MBA or certified courses for e-Learning experts.

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